

**The Meadows School Careers Programme 2022-23**

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| **Gatsby Benchmark** | **Key Stage 3** | **Key Stage 4** | **Key Stage 5** |
| 1. **A Stable career programme.** | **National Careers Week** – This is a whole school event where each year different events take place and students have encounters with external and internal explorers to look at careers and their future opportunities.  We have a school Council who hold focus meetings to help evaluate events and ways they feel we could improve the schools’ careers program.  Whole school events such as Summer and Winter Fayre. Parents and external visitors are invited to celebrate the young people’s achievements | | |
| In key stage 3 we follow a 3-year long term thematic topic-based curriculum which can be located here:  [**KS3 Long Term Plan**](https://www.themeadows.sandwell.sch.uk/files/Curriculum/KS3_Long_Term_Curriculum_Plan.docx)  For the duration of key stage 3. The students will engage in a variety of activities allowing them to have multiple encounters and experiences with employers. As well as taking part in work experience.  This is delivered through:   * offsite visits * external visitors to school * discreet units of work from the My Independence curriculum and PSHE curriculum. * Whole school events such as Summer and Winter Fayre. Parents and external visitors are invited to celebrate the young people’s achievements. * Projects linked to the curriculum theme | At The Meadows, our aim is to provide a broad, balanced, relevant and personalised curriculum that accommodates and supports the needs of our students in their preparation for adult life. This includes being as independent as possible to be able to participate as fully as they are able to in the wider community. We have high expectations of all of our students and have created a curriculum with activities that are stimulating and which will encourage and support the learning of all students.  Communication, wellbeing, independence and enjoyment are the key drivers: we want our students to be happy, to feel safe, to achieve their potential and to feel valued as a member of the community.  The curriculum has been developed across three Key Stages and three pathways to ensure appropriate provision for all students:  Our pre-formal pathway offers a multi-sensory approach which will encourage students to respond and communicate their emotions and feelings, develop preferences and make choices to support their independence. Students will be working towards WJEC qualifications in Key Stages 4  The curriculum was guided by the outcomes of the Rochford review and places the EHCP at the heart of our provision, enabling us to incorporate individualised targets and measure progress in a wide range of contexts and applications in a truly inclusive way. The curriculum is distributed across five ‘bubble’ areas: My Thinking; My Communication; My Independence; My Body and My Lifestyle (see Bubble plan on school website). This was developed in line with the structure of the EHCP, and defers to both Local Authority and national statutory requirements; British Values and the new RSE, PSHE and CIG statutory entitlement are taught within the bubble areas and through cross-curricular whole school theme days.  The curriculum map and planning ensure that we build on students’ prior learning, and enables them to recap, revisit and consolidate learning across the three Key Stages.  We recognise and celebrate the fact that every member of the school community is unique and we have created a curriculum that is appropriate for each individual across all pathways and Key Stages. Accreditation is offered to all students along with a range of recognised awards such as the Duke of Edinburgh award. Community partnerships are integral to our provision and we work closely with the onsite specialist multi-agency team to develop bespoke programmes that support the individual needs of our students. | The students in 6th form work towards the Asdan qualification. They are access to enable them to work at the correct entry level to achieve their qualification. Asdan courses aim to teach students to understand, take responsibility for and learn from rich activities, rather than simply to experience them. This quantifies and formalises their preparedness to progress further education, employment, or vocational training and apprenticeships.  Internal and offsite work experience  Annual Fayres – students’ complete activities and sell them through the website, activities such as clothes sales, Christmas fayre.  As part of the school Independence program the students will have opportunity to attend their local community. This will develop their understanding of traveling safely as part of their Titan travel training. |
| 1. **Learning from careers and labour Market information** | A careers display is located in the intervention HUB. This display celebrates student engagement in the careers program. With examples of work experiences and encounters accessed as part of the curriculum and also events such as careers week, theme days involving encounters with employers or offsite visits.  Further displays within the school show a direct link to curriculum activities and students’ qualifications / Individual EHCP targets such as (Manual Handling, Drama, Forest school, Offsite visits, Project / Enterprise work, WJEC Qualifications, Duke of Edinburgh, , West Bromwich Albion, ASDAN and PSD Qualifications)  All students have access to labour market information relevant to individual student needs in accessible formats which can be located here:  [Your Future Black Country – Shape your future](https://yourfutureblackcountry.com/). | | |
| Students research career pathways through discreet units of work delivered through Humanities and PSHE.  In addition to this, students have regular class-based work experience completing tasks assigned by staff within school.  All classroom has a visual display, with personalized communication methods showing the students daily jobs within each class. | With the student’s accreditation modules students will be supported to carry out class-based work experience. These kinds of tasks are highlights in the class responsibilities section on the website.  The students explore different jobs and opportunities within their WJEF modules. Exploring what is work and what opportunities they have or could participate in.  The students participate in a mini enterprise project, planning and organising sales within the school as part of their work experience opportunity and as an introduction to work.  The school has been working alongside Black Country consortium and have secured work experience opportunities at Provision House Dudley and DPD  Students research career pathways through discreet units of work delivered through Humanities and PSHE. | Internal and offsite work experience  **Asdan PSD** Community action, Preparation for work, managing own money. Developing independent living skills.  **Life skills Challenge** The school has been working alongside Black Country consortium and have secured work experience opportunities at Provision House Dudley and DPD  **Other opportunities - Volunteering**, work experience on and offsite.  Students attend career events at the NEC. |
| 1. **Addressing the needs of each pupil.** | On site multi-agency team consisting of: Physiotherapists, Speech and language therapists, Occupational Health therapists, Advisory Teachers for visually and hearing impaired, Visually Impaired Habilitation specialist, Connexion’s advisor and Education Psychologists support school staff to meet students’ needs  Individualised Class Jobs completed daily to support running of class. Displays within the classroom to showcase these skills and promote independence  Students voice their needs through the student council. The council meets termly or as and when they feel a particular issue needs to be raised. This gives the students the opportunity to voice their opinions and address any issues.  Termly evaluation forms are sent to students to enable them to have a voice and say what they have enjoyed or missed throughout their time within the school. | | |
| **The students’ voices:** Students complete evaluations and provide feedback on events that have taken place such as careers week or specific work experiences. | Work experiences with outside agencies through their WJEC module. Planning work experiences they would like to try and looking into how they could achieve this through completing a set module to guide them through. **This is also highlighted in Bench mark 4.** | Students are accessed on the Asdan Life skills challenge and PSD program to enable them to work towards their attainment level to gain their award at the end of Post 16. **This is also highlighted in Bench mark 4.** |
| 1. **Linking curriculum learning to careers.** | We have a whole school Careers box system to enable all students to explore careers through role play/ sensory experiences and be a part of a group to explore the world around them.  Individualised Class Jobs completed daily to support running of class. Displays within the classroom to showcase these skills and promote independence | | |
| **Volunteering work within school:**  In key stage 3 we follow a 3-year long term thematic topic-based curriculum which can be located here:  [**KS3 Long Term Plan**](https://www.themeadows.sandwell.sch.uk/files/Curriculum/KS3_Long_Term_Curriculum_Plan.docx)  For the duration of key stage 3. The students will engage in a variety of activities allowing them to have multiple encounters and experiences with employers. As well as taking part in work experience.  This is delivered through:   * offsite visits * external visitors to school * discreet units of work from the My Independence curriculum and PSHE curriculum. * Whole school events such as Summer and Winter Fayre. Parents and external visitors are invited to celebrate the young people’s achievements. * Projects linked to the curriculum theme   My Independence medium term plans are designed to link directly with the delivery of the careers programme. Students will experience on and off-site activities and develop knowledge in the following areas:   * Food preparation * Enterprise * Shopping * Work and Careers * Travel training   These units of work are designed to promote independence and ensure that student’s develop skills both in school and in their local community. | **Vocational qualifications:**  The WJEC suite of Entry Level Awards, Certificates and Diplomas are designed to provide learners, learning providers and employers with an inclusive and flexible regulated qualifications framework that recognises the widest possible range of quality-assured learner achievements. These Entry Level qualifications aim to be:  • inclusive – recognising the achievements of all learners at Entry Level through a  standard currency of awarding credit;  • responsive – enabling individuals and centres to establish routes to achievement  that are appropriate to their needs and facilitate progression;  • accessible – based on clear design features that are easy for all users to  understand.  In particular, compared with the subject-based qualifications that preceded them, the  qualifications support personalised learning through enabling centres to:  • combine units to create programmes of study suited to individual learners’ needs;  • elicit the required assessment evidence from integrated programmes of work  at appropriate points during the course;  • recognise completion of each unit as well as the qualification as a whole. Modules working on Developing skills for the workplace: looking and acting the part  (6067)  **WJEC** Personal Progress: Developing skills for the workplace: following instructions (6065) There are student jobs in which they work alongside others on a regular basis to learn about working and following instructions to enable them to be able to complete the job role.  Duke of Edinburgh Award- The students work on completing tasks in three different skill areas, voluntary, skills set tasks or physical tasks to achieve either their bronze, silver or gold awards. The activities for each section have to be carried out for a number of hours and their final activity is a residential trip which they undertake with the school over a weekend to achieve the final award. | **Vocational qualifications:**  These are completed through Asdan life skills challenges as well as PSD.  **Asdan PSD** Community action, Preparation for work, managing own money. Developing independent living skills.  **Life skills Challenge** Volunteering, work experience, people that help us.  PSHE – understanding and identifying people who can help us.  Understanding through research and role-play relationships with other people  The 6th form work on mini enterprise projects, this is an opportunity for them to explore running a small business. Researching and marketing as a group a business they have set up.  Duke of Edinburgh Award- The students work on completing tasks in three different skill areas, voluntary, skills set tasks or physical tasks to achieve either their bronze, silver or gold awards. The activities for each section have to be carried out for a number of hours and their final activity is a residential trip which they undertake with the school over a weekend to achieve the final award.  My Independence medium term plans are designed to link directly with the delivery of the careers programme. Students will experience on and off-site activities and develop knowledge in the following areas:   * Food preparation * Enterprise * Shopping * Work and Careers * Travel training   These units of work are designed to promote independence and ensure that student’s develop skills both in school and in their local community. |
| 1. **Encounters with employers and employees.** | Weekly Assemblies take place celebrating all cultural events as well as our whole school careers event which takes place annually.  In addition to this, we often host guest speakers to talk to the students.  On site multi-agency team consisting of: Physiotherapists, Speech and language therapists, Occupational Health therapists, Advisory Teachers for visually and hearing impaired, Visually Impaired Habilitation specialist, Connexion’s advisor and Education Psychologists support school staff to meet students’ needs  Weekly visits from WBA Foundation, Birmingham REP, Play dough therapy, Yoga Therapy as well as and offering experiences during regular offsite visits such as Malthouse, Warrens Hall, Tipton Leisure Centre and shopping trips to the local community  Working with Non-teaching staff (admin, housekeeping, site team) within the school to complete personalized jobs.  The school [website](https://www.themeadows.sandwell.sch.uk/careers) offers details for external employers to explore the school and offer students work opportunities. | | |
| Offsite educational visits to community settings.  The school offers support to parents, providing translators to enabling them to have input into students personal targets and an awareness of how they can support students with their personal learning goals. | Offsite educational visits to community settings.  The students work with different professional around the school to carry out work experience opportunities.  We work with external Muliti-agency professionals working with individuals for VI, SALT, PHYSIO, Teacher of the Deaf.  Working with Non-teaching staff within the school to complete personalized jobs.  Offsite educational visits to community settings.  Weekly visits from WBA foundation, REP theatre visiting school and offering experiences offsite. | We work with external organisations:   * NHS Black Country Partnership * WBA foundation * Local Colleges   We have an annual residential trip to a working hotel in Minehead to allow students the opportunity to explore hospitality and develop careers opportunities as well as promote independence.    We undertake annual trips to the Careers events at the NEC.  We explore online work experience Workshops  We provide opportunities for mock interviews completed as part of the Asdan life skills challenges. This is to introduce and preparation for college interviews for a paid employment or voluntary work. |
| 1. **Experiences of workplace.** | Throughout the academic year we have several trips to work at the Pop up shop, High street, Dudley . KS4 and 5 students plan and make items to sell within the shop during a designated slot. They are involved with all aspects of the project, planning organisation, advertising and selling.  They also experience different work places through trips and visits. | | |
| In key stage 3 we follow a 3-year long term thematic topic-based curriculum which can be located here:  [**KS3 Long Term Plan**](https://www.themeadows.sandwell.sch.uk/files/Curriculum/KS3_Long_Term_Curriculum_Plan.docx)  For the duration of key stage 3. The students will engage in a variety of activities allowing them to have multiple encounters and experiences with employers. As well as taking part in work experience.  Offsite educational visits to local community and wider areas:   * Snow dome * Walsall Leather Museum * Local shops supermarkets and cafés * Local Temples and churches * Museums such as Thinktank * Cadbury world * Safari Park * Dudley Zoo * Space Museum * Lego land * Sea life centre * Tipton Leisure Centre   **Visitors to the school:**   * National History Museum * West Bromwich Albion sports coaches and team members * The Birmingham Rep Theatre. * Reptile Man * Animal Man * Local police and fire service * School Nurses and dental hygienists * Paralympians * Bhangra drummers * Oily cart * Bamboozled | Within their module within the  **WJEC:** Preparing for Work Experience (6127) students begin to explore work experiences options with internal and external agencies to build their knowledge and understanding of the preparation for work.  Links to Sandwell College  Halesowen  Dudley  QAC  SENSE  Trinity College  **Visitors to the school:**   * West Bromwich Albion sports coaches and team members * The Birmingham Rep Theatre. * Reptile Man * Animal Man * Local police and fire service * School Nurses and dental hygienists * Paralympians * Bhangra drummers * Oily cart   Bamboozled | Students have the opportunity for work experience in a variety of different roles within the school setting as well as externally.  Weekly Class led work experience  Links with enterprise advisors  Links to Sandwell College  Halesowen  Dudley  QAC  Trinity College  Offsite visits to different work places  Black Country careers Hub work experience opportunities. We have secured work experience opportunities at Provision House and DPD |
| 1. **Encounters with further and higher education.** | Weekly visits from WBA Foundation, Birmingham REP, Play dough therapy, Yoga Therapy as well as and offering experiences during regular offsite visits such as Malthouse, Warrens Hall, Tipton Leisure Centre and shopping trips to the local community.  Visits from organisations during careers week which are set out with different tasks. Photos on website.  Whole school Prom – Yearly event to celebrate achievements as a school community | | |
| Transition day to Key Stage 4.  Visits from external employers (**See list above)** to deliver workshops linked directly to the over arching themes for the curriculum. | Transition day to KS5  There is website to support the students learning as they work towards their WJEC modules and explore careers.  <https://www.blackcountrylep.co.uk/news/archive/09-2022/>  We support their understanding of further education and opportunities available to them as they grow and think about their future. We offer visits to other Colleges such as: -  Halesowen  Dudley  Sandwell  QAC  SENSE  Trinity College | The students participate in weekly placements at Sandwell College  We also offer taster days at other colleges such as:   * Walsall * Dudley * Halesowen * QAC * Sandwell   Meaningful encounters with providers of inclusive apprenticeships, supported internships work-based training and further education, facilitated both in school and through off-site visits  We attend the Careers events at NEC annually. |
| 1. **Personal guidance.** | Teaching staff working with parents and carers to support and work with looking at next steps in their personal learning goals at annual review meetings.  Careers Lead Tina Chance is available to support teachers/ parents/ employers with advice and guidance on careers. Tina is supported by Ashley Furness Head of sixth form, Ariane Parcel as Key stage 4 leader and Assistant Head Teacher Stewart Harris who has oversight of careers at a senior level.  Vocational profile – This is a working document which the students will start to complete in KS3 and will work with them through their school to highlight their desires regarding their future.  The school is supported by Vicky O’Connor Senior Enterprise Coordinator (Leading on SEND/AP) **Black Country Consortium Ltd** to ensure we are meeting the recommended guidance of each Gatsby benchmark and sharing opportunities for individuals to get involved. | | |
|  | Connexions, Sandwell - Pam Brown our school career advisor working with parents from Year 11 to year 13 support them in transitional visits to colleges and future places for work to meet individual’s needs. Pam also supports parents with completing application forms | |